



99TH GENERAL ASSEMBLY

State of Illinois

2015 and 2016

HB3196

by Rep. Linda Chapa LaVia

SYNOPSIS AS INTRODUCED:

New Act

105 ILCS 5/27-12.1

from Ch. 122, par. 27-12.1

105 ILCS 5/27-22

from Ch. 122, par. 27-22

Creates the Postsecondary and Workforce Readiness Act. Requires the State Superintendent of Education, the executive director of the Illinois Community College Board, the executive director of the Board of Higher Education, and the executive director of the Illinois Student Assistance Commission ("Appointing Authorities") to establish and select individuals to serve as members of one or more advisory committees responsible for delivering recommendations concerning competency-based high school graduation requirements, student readiness for college-level instruction, and early college credit. Requires the chief executive officers of the State agencies participating in the Illinois Pathways Interagency Committee to establish and select individuals to serve as members of one or more advisory committees responsible for delivering recommendations concerning career pathway endorsements and awareness, advising, and planning for postsecondary education and careers. Sets forth provisions concerning common administrative rules of the State Board of Education, Illinois Community College Board, Board of Higher Education, and Illinois Student Assistance Commission; support systems for school districts, postsecondary institutions, educators, students, and families; and implementation. Amends the School Code to make changes concerning consumer education and required high school courses. Effective immediately.

LRB099 07550 NHT 27674 b

FISCAL NOTE ACT
MAY APPLY

STATE MANDATES
ACT MAY REQUIRE
REIMBURSEMENT

A BILL FOR

1 AN ACT concerning education.

2 **Be it enacted by the People of the State of Illinois,**
3 **represented in the General Assembly:**

4 Section 1. Short title. This Act may be cited as the
5 Postsecondary and Workforce Readiness Act.

6 Section 5. Findings; declarations. The General Assembly
7 finds and declares the following:

8 (1) Student readiness for postsecondary education and
9 careers cannot be reduced to a single metric, but must
10 instead be understood as a multi-faceted set of knowledge,
11 skills, and abilities that allow students to successfully
12 meet the challenges of college and career and live healthy,
13 productive lives.

14 (2) Raising academic expectations through
15 implementation of the revised Illinois Learning Standards
16 and expanding career education and opportunities through
17 the Illinois Pathways initiative are not divergent
18 strategies, but rather mutually reinforcing ones that,
19 when used together, provide all students with a wider range
20 of individualized, contextualized, realistic, and
21 enriching learning opportunities.

22 (3) By transitioning away from seat time and enabling
23 students to master skills at their own pace,

1 competency-based learning systems allow students to
2 progress as they demonstrate mastery of academic content
3 and also create multiple pathways to graduation, take
4 advantage of learning opportunities outside of school
5 hours and walls, and help identify opportunities to target
6 interventions to meet the specific learning needs of
7 students.

8 (4) Financial and consumer education is critical to
9 student readiness for postsecondary education and careers
10 and helps support the economic stability of this State.

11 (5) The Illinois Council of Community College
12 Presidents, following a recommendation from the Illinois
13 Community College Chief Student Services Officers and the
14 Illinois Community College Chief Academic Officers, has
15 agreed to a consistent statewide approach to the use of
16 Partnership for Assessment of Readiness for College and
17 Careers assessment scores for community college decisions
18 on placement of students into college-level courses.

19 (6) Student pathway systems aligned to individualized
20 plans can support student success in both secondary and
21 postsecondary education.

22 (7) Increased communication and collaboration across
23 governmental, educational, and business entities must be
24 leveraged to provide students with clear, consistent
25 expectations, more navigable college and career
26 preparation, and better-targeted supports to meet

1 individual student needs.

2 Section 10. Definitions. In this Act:

3 "Appointing Authorities" means the State Superintendent of
4 Education, the executive director of the Illinois Community
5 College Board, the executive director of the Board of Higher
6 Education, and the executive director of the Illinois Student
7 Assistance Commission.

8 "College-level instruction" means instruction that
9 addresses competencies required for entry-level,
10 credit-bearing courses in transfer or career disciplines
11 leading to a baccalaureate degree, a certificate, or an
12 associate's degree from postsecondary institutions.

13 "FAFSA" means the Free Application for Federal Student Aid.

14 "IPIC" means the Illinois Pathways Interagency Committee
15 formed by intergovernmental agreement among at least the
16 following agencies: the State Board of Education, the Illinois
17 Community College Board, the Board of Higher Education, the
18 Illinois Student Assistance Commission, the Department of
19 Commerce and Economic Opportunity, and the Department of
20 Employment Security.

21 "IPIC Agency" means a State agency participating in the
22 IPIC.

23 "Learning Exchange" means a public-private partnership in
24 an industry sector prioritized by the IPIC for economic
25 development in this State, organized and managed by a lead

1 nonprofit or public entity that has been selected through a
2 process approved by the IPIC.

3 "PARCC" means the Partnership for Assessment of Readiness
4 for College and Careers.

5 "Postsecondary institution" means a public community
6 college or public university located in this State.

7 Section 15. Advisory committees.

8 (a) The Appointing Authorities shall establish and select
9 individuals to serve as members of one or more advisory
10 committees responsible for delivering recommendations in all
11 of the areas described in subsections (d) through (f) of this
12 Section.

13 (b) The chief executive officers of the IPIC Agencies shall
14 establish and select individuals to serve as members of one or
15 more advisory committees responsible for delivering
16 recommendations in all of the areas described in subsections
17 (g) and (h) of this Section.

18 (c) Each of the advisory committees established pursuant to
19 subsections (a) and (b) of this Section shall include
20 representatives from, but not limited to, school districts,
21 community colleges, public and non-public institutions of
22 higher learning, teachers, principals and administrators,
23 parents, employers, civic organizations, and education policy
24 and advocacy organizations. Each of the advisory committees
25 established to address the areas described in subsection (g) of

1 this Section shall include at least one representative from
2 each Learning Exchange whose industry sector is addressed by
3 the recommendations of the committee. The Appointing
4 Authorities and the chief executive officers of the IPIC
5 Agencies, as applicable, shall select the members of each
6 advisory committee no later than 60 days after the effective
7 date of this Act. No individual committee shall contain greater
8 than 16 members. Each advisory committee shall elect a
9 chairperson and vice-chairperson from among the members at
10 their first meeting. The first meeting of each advisory
11 committee shall be held within 60 days after the full selection
12 of the committee. Each advisory committee shall meet at least
13 semiannually following the effective date of this Act through
14 at least State fiscal year 2018.

15 (d) One or more advisory committees established by the
16 Appointing Authorities shall provide recommendations that
17 address:

18 (1) Proposed new, competency-based, high school
19 graduation requirements based on student proficiency of
20 identified competencies aligned to the Illinois Learning
21 Standards.

22 (2) Multiple methods, including without limitation
23 standardized assessments, for determining student
24 proficiency levels on the identified competencies.

25 (3) The mapping of student proficiency levels to the
26 achievement of identified competencies.

1 (4) The role of licensed teachers and non-licensed
2 professionals in determining student proficiency levels on
3 identified competencies.

4 (5) The acceptance of competency-based high school
5 diplomas by postsecondary institutions and administrators
6 of State and federal financial aid programs.

7 (e) One or more advisory committees established by the
8 Appointing Authorities shall provide recommendations that
9 address:

10 (1) Methods for reviewing and publicly reporting on the
11 implementation of the consistent statewide approach to the
12 use of PARCC assessment scores for community college
13 placement into college-level instruction adopted by the
14 Illinois Council of Community College Presidents.

15 (2) Factors, including without limitation assessment
16 scores and grades, for requiring school districts to offer
17 and students to complete appropriately targeted 12th grade
18 instruction to prepare for college-level instruction in
19 English language arts and mathematics fields.

20 (3) The development and publication of a statewide
21 tracking system that reports secondary students' progress
22 toward reaching readiness for college-level instruction,
23 as well as remedial education rates at the high school and
24 school district levels.

25 (f) One or more advisory committees established by the
26 Appointing Authorities shall provide recommendations that

1 address:

2 (1) Eligibility factors, including without limitation
3 assessment proficiency levels, for determining when high
4 school students should have access to college-level
5 instruction without tuition charged to the student in
6 mathematics, English language arts, and science.

7 (2) Recommended early college credit courses that
8 should be available, either on-site, online, or through
9 other nontraditional delivery mechanisms, to all eligible
10 high school students in the areas of English language arts,
11 mathematics, and science.

12 (3) Opportunities for online and other nontraditional
13 delivery mechanisms to expand access to early college
14 credit.

15 (g) Advisory committees established by the chief executive
16 officers of the IPIC Agencies shall provide recommendations
17 that address:

18 (1) The requirements for awarding career pathway
19 endorsements in industry sectors prioritized by the IPIC on
20 a high school diploma. Career pathway endorsements shall
21 signify completion of a program, including attainment of
22 core academic competencies, attainment of career-oriented
23 competencies, professional learning in a workplace
24 setting, and attainment of industry-relevant credentials.

25 (2) The alignment of career pathway endorsement
26 requirements to college-level course competencies so that

1 high school students may earn early college credit for
2 achieving certain endorsements.

3 (3) Opportunities for expanded access to career
4 pathway endorsements, including programs available outside
5 a student's resident school district.

6 (4) Increased recognition of career pathway
7 endorsements by postsecondary institutions for course
8 placement and advising.

9 (5) Methods for postsecondary institutions to assess
10 competencies for the award of college credit in career
11 pathway-related courses.

12 (h) Advisory committees established by the chief executive
13 officers of the IPIC Agencies shall provide recommendations
14 that address:

15 (1) Grade-level expectations for education and career
16 development and planning.

17 (2) Methods for ensuring all public middle and high
18 school students have access to web-based, individualized
19 tools to plan for postsecondary education, careers, and
20 financial aid.

21 (3) The role of licensed school counselors and
22 non-licensed professionals to advise students and families
23 on postsecondary education exploration, application,
24 enrollment, and financing.

25 (4) The development of a financial literacy program for
26 students and families that aligns postsecondary education

1 and career choices with likely financial outcomes to
2 support economically sound decision-making.

3 (5) Methods for reporting data on FAFSA completion
4 rates at the school and school district levels.

5 (6) The development of an outreach and communications
6 program to inform families and students of postsecondary
7 education and career opportunities and financial aid and
8 other support systems to pursue those opportunities.

9 Section 20. Common administrative rules. Before July 1,
10 2017, the State Board of Education, Illinois Community College
11 Board, Board of Higher Education, and Illinois Student
12 Assistance Commission shall cooperate together to adopt one
13 common set of administrative rules to implement and accomplish
14 the purpose and provisions of this Act. The administrative
15 rules shall be developed through a process involving
16 collaboration with the appropriate advisory committees
17 established pursuant to Section 15 of this Act and, with
18 respect to administrative rules addressing career pathway
19 endorsements and advising and planning for postsecondary
20 education and careers, the other IPIC Agencies. The
21 administrative rules adopted pursuant to this Section shall
22 include, but not be limited to, rules establishing:

23 (1) competency-based requirements for receiving a high
24 school diploma;

25 (2) factors for requiring school districts to offer and

1 students to complete appropriately targeted 12th grade
2 instruction to prepare for college-level instruction in
3 English language arts and mathematics fields at
4 postsecondary institutions;

5 (3) eligibility factors for public high school
6 students to access college-level instruction without
7 tuition charged to the student in English language arts,
8 mathematics, and science prior to high school graduation
9 and methods for public high school students to access
10 college-level instruction through multiple delivery
11 methods, including online instruction;

12 (4) requirements for awarding career pathway
13 endorsements on high school diplomas, including, but not
14 limited to, competencies and proficiency levels needed for
15 attainment of each endorsement;

16 (5) opportunities for students to access career
17 pathway endorsement programs outside of a student's
18 resident district;

19 (6) postsecondary institution requirements for
20 acceptance of career pathway endorsements for advanced
21 standing and recognition of such endorsements by
22 postsecondary institutions for course placement, advising,
23 and college credit;

24 (7) requirements for school districts to ensure all
25 middle and high school students have access to advising
26 supports and web-based, individualized tools to plan for

1 postsecondary education, careers, and financial aid; and

2 (8) requirements for public high schools with low FAFSA
3 completion rates, considering the income-level
4 characteristics of the student population, to develop a
5 plan for increasing completion, in consultation with the
6 Illinois Student Assistance Commission.

7 The rules shall take effect in accordance with the
8 implementation schedule set forth in Section 30 of this Act.

9 Section 25. Appointing Authorities support systems. On or
10 before January 31, 2017, the Appointing Authorities shall, in
11 collaboration with the applicable advisory committees
12 established under this Act, ensure the availability of all of
13 the following support systems for school districts,
14 postsecondary institutions, educators, students, and families:

15 (1) Model competency maps across all subject areas
16 required for high school graduation.

17 (2) Model career pathway-related instructional
18 supports incorporating English language arts, mathematics,
19 and science competencies.

20 (3) Model competency-based high school diplomas.

21 (4) Web-based tools to support tracking of progress
22 toward competency-based requirements.

23 (5) Model math and English language arts instructional
24 supports, along with related professional development,
25 that can be provided to students in high school to prepare

1 them for college-level instruction without the need for
2 remediation at postsecondary institutions.

3 (6) Mechanisms for providing educator, parent, and
4 student access to reports showing a student's progress
5 toward achieving the competency-based graduation
6 requirements and readiness for college credit courses.

7 (7) A data collection system and single website to
8 identify, for each postsecondary institution, the
9 institution's requirements for placement into
10 college-level instruction, its policies for the award of
11 college credit for Advanced Placement assessment
12 performance, its policies for acceptance of dual credit
13 awarded from other postsecondary institutions, and its
14 degree pathway programs.

15 (8) A data collection system and single website to
16 collect and publish data at the high school and district
17 levels on (i) student access to early college credit through
18 dual credit, dual enrollment, Advanced Placement, and
19 International Baccalaureate programs; (ii) remedial
20 education rates; and (iii) FAFSA completion rates.

21 (9) An outreach and communication program for
22 informing educators, students, and parents of the
23 information available through the websites described in
24 subdivisions (7) through (9) of this Section and financial
25 aid and other support systems for students and families to
26 pursue postsecondary education and careers.

1 (10) Methods for incentivizing and accelerating the
2 delivery of professional development and continuing
3 education for high school teachers that will allow them to
4 qualify as instructors for dual credit courses in high-need
5 subject areas and locations within this State. Such methods
6 may include scholarships, reimbursement models, and
7 support for accelerated higher education delivery models.

8 (11) In collaboration with the Learning Exchanges, the
9 continued development and enhancement of supports for
10 career pathway endorsement requirements.

11 (12) In collaboration with the Learning Exchanges,
12 online delivery mechanisms for key career pathway
13 endorsement-related courses.

14 (13) Access for students and families to web-based,
15 individualized tools to plan for postsecondary education,
16 careers, and financial aid.

17 (14) Methods for incentivizing and accelerating the
18 delivery of professional development and continuing
19 education for licensed school counselors and non-licensed
20 professionals to obtain licensure or other appropriate
21 training for advising on career development and
22 postsecondary education access and financing.

23 Section 30. Implementation.

24 (a) For the 2016-2017 school year, in accordance with the
25 administrative rules established pursuant to Section 20 of this

1 Act, school districts serving grades 9 through 12:

2 (1) may voluntarily implement the competency-based
3 graduation requirements;

4 (2) may voluntarily provide appropriate preparation to
5 students for college-level instruction;

6 (3) may voluntarily offer career pathway endorsements
7 to graduating high school students; and

8 (4) shall provide the State Board of Education with
9 information, in a form prescribed by the agency, necessary
10 for the website described in subdivision (8) of Section 25
11 of this Act.

12 (b) For the 2016-2017 school year, in accordance with the
13 administrative rules established pursuant to Section 20 of this
14 Act, postsecondary institutions:

15 (1) may voluntarily adopt policies for accepting
16 competency-based diplomas; and

17 (2) shall provide the Illinois Community College Board
18 or Board of Higher Education with information, in a form
19 prescribed by either such agency, necessary for the website
20 described in subdivision (7) of Section 25 of this Act.

21 (c) For the 2017-2018 school year and subsequent school
22 years thereafter, in accordance with the administrative rules
23 established pursuant to Section 20 of this Act, school
24 districts serving grades 9 through 12 shall:

25 (1) implement the competency-based graduation
26 requirements for students entering the 9th grade in the

1 2017-2018 school year and any subsequent school years
2 thereafter;

3 (2) provide or otherwise ensure appropriately targeted
4 12th grade instruction for students who have not
5 demonstrated readiness for college-level instruction in
6 English language arts and mathematics fields;

7 (3) provide or otherwise ensure students demonstrating
8 readiness for college-level instruction have access to
9 college-level instruction without tuition charged to the
10 student in English language arts, mathematics, and science
11 fields;

12 (4) for students entering the 9th grade in the
13 2017-2018 school year and any subsequent school years
14 thereafter, provide access to instruction and other
15 learning experiences required for the attainment of at
16 least 2 career pathway endorsements;

17 (5) for students entering 9th grade in the 2017-2018
18 school year and any subsequent school years thereafter,
19 allow students to enroll in a program for attainment of any
20 career pathway endorsement approved by the IPIC and
21 authorized by administrative rule; if any such program
22 elements are not offered by the student's resident school
23 district, the resident school district must allow the
24 student to enroll in the program element at another
25 Illinois school district or public community college and
26 pay any tuition charged by the school district or community

1 college for that program element, and resident school
2 districts shall not be required to pay other student costs
3 associated with enrollment in the program element at a
4 non-resident school district or community college and
5 shall not be required to provide the student with
6 transportation to the location of instruction;

7 (6) promote access to advising supports and web-based,
8 individualized tools to plan for postsecondary education,
9 careers, and financial aid;

10 (7) for those schools with identified low FAFSA
11 completion rates, develop a plan for increasing FAFSA
12 completion, in consultation with the Illinois Student
13 Assistance Commission; and

14 (8) continue to provide the State Board of Education
15 with information in a form prescribed by the agency
16 necessary for the website described in subdivision (8) of
17 Section 25 of this Act.

18 (d) For the 2017-2018 school year and subsequent school
19 years thereafter, in accordance with the administrative rules
20 established pursuant to Section 20 of this Act, postsecondary
21 institutions shall:

22 (1) adopt policies for accepting competency-based
23 diplomas and the award of related postsecondary credit if
24 appropriate;

25 (2) adopt policies for accepting career pathway
26 endorsements for advanced standing and recognition in

1 advising and placement systems; and

2 (3) continue to provide the Illinois Community College
3 Board or Board of Higher Education information in a form
4 prescribed by either such agency necessary for the website
5 described in subdivision (7) of Section 25 of this Act.

6 (e) Notwithstanding the implementation timelines set forth
7 in subsections (a), (b), (c), and (d) of this Section, the
8 Appointing Authorities may jointly, with the consent of the
9 Governor, delay any one or more of the implementation timelines
10 for requirements imposed on school districts and postsecondary
11 institutions in this Section to the extent such delay is deemed
12 reasonably necessary to provide for the adequate
13 implementation of one or more related support systems described
14 in Section 25 of this Act.

15 Section 75. The School Code is amended by changing Sections
16 27-12.1 and 27-22 as follows:

17 (105 ILCS 5/27-12.1) (from Ch. 122, par. 27-12.1)

18 Sec. 27-12.1. Consumer education.

19 (a) Pupils in the public schools in grades 9 through 12
20 shall be taught and be required to study courses which include
21 instruction in the area of consumer education, including but
22 not necessarily limited to (i) understanding the basic concepts
23 of financial literacy, including installment purchasing
24 (including credit scoring, managing credit debt, and

1 completing a loan application), budgeting, savings and
2 investing, banking (including balancing a checkbook, opening a
3 deposit account, and the use of interest rates), understanding
4 simple contracts, State and federal income taxes, personal
5 insurance policies, the comparison of prices, and
6 homeownership (including the basic process of obtaining a
7 mortgage and the concepts of fixed and adjustable rate
8 mortgages, subprime loans, and predatory lending); ~~and~~ (ii)
9 understanding the roles of consumers interacting with
10 agriculture, business, labor unions and government in
11 formulating and achieving the goals of the mixed free
12 enterprise system; and (iii) an individualized plan for
13 postsecondary education, careers, and financial aid developed
14 for each pupil commencing with the 2017-2018 school year. The
15 State Board of Education shall devise or approve the consumer
16 education curriculum for grades 9 through 12 and specify the
17 minimum amount of instruction to be devoted thereto.

18 (b) (Blank).

19 (c) The Financial Literacy Fund is created as a special
20 fund in the State treasury. State funds and private
21 contributions for the promotion of financial literacy shall be
22 deposited into the Financial Literacy Fund. All money in the
23 Financial Literacy Fund shall be used, subject to
24 appropriation, by the State Board of Education to award grants
25 to school districts for the following:

26 (1) Defraying the costs of financial literacy training

1 for teachers.

2 (2) Rewarding a school or teacher who wins or achieves
3 results at a certain level of success in a financial
4 literacy competition.

5 (3) Rewarding a student who wins or achieves results at
6 a certain level of success in a financial literacy
7 competition.

8 (4) Funding activities, including books, games, field
9 trips, computers, and other activities, related to
10 financial literacy education.

11 In awarding grants, every effort must be made to ensure
12 that all geographic areas of the State are represented.

13 (d) A school board may establish a special fund in which to
14 receive public funds and private contributions for the
15 promotion of financial literacy. Money in the fund shall be
16 used for the following:

17 (1) Defraying the costs of financial literacy training
18 for teachers.

19 (2) Rewarding a school or teacher who wins or achieves
20 results at a certain level of success in a financial
21 literacy competition.

22 (3) Rewarding a student who wins or achieves results at
23 a certain level of success in a financial literacy
24 competition.

25 (4) Funding activities, including books, games, field
26 trips, computers, and other activities, related to

1 financial literacy education.

2 (e) The State Board of Education, upon the next
3 comprehensive review of the Illinois Learning Standards, is
4 urged to include the basic principles of personal insurance
5 policies and understanding simple contracts.

6 (Source: P.A. 95-863, eff. 1-1-09; 96-1061, eff. 7-14-10.)

7 (105 ILCS 5/27-22) (from Ch. 122, par. 27-22)

8 Sec. 27-22. Required high school courses.

9 (a) As a prerequisite to receiving a high school diploma,
10 each pupil entering the 9th grade in the 1984-1985 school year
11 through the 2004-2005 school year must, in addition to other
12 course requirements, successfully complete the following
13 courses:

14 (1) three years of language arts;

15 (2) two years of mathematics, one of which may be
16 related to computer technology;

17 (3) one year of science;

18 (4) two years of social studies, of which at least one
19 year must be history of the United States or a combination
20 of history of the United States and American government;
21 and

22 (5) One year chosen from (A) music, (B) art, (C)
23 foreign language, which shall be deemed to include American
24 Sign Language or (D) vocational education.

25 (b) As a prerequisite to receiving a high school diploma,

1 each pupil entering the 9th grade in the 2005-2006 school year
2 must, in addition to other course requirements, successfully
3 complete all of the following courses:

4 (1) Three years of language arts.

5 (2) Three years of mathematics.

6 (3) One year of science.

7 (4) Two years of social studies, of which at least one
8 year must be history of the United States or a combination
9 of history of the United States and American government.

10 (5) One year chosen from (A) music, (B) art, (C)
11 foreign language, which shall be deemed to include American
12 Sign Language, or (D) vocational education.

13 (c) As a prerequisite to receiving a high school diploma,
14 each pupil entering the 9th grade in the 2006-2007 school year
15 must, in addition to other course requirements, successfully
16 complete all of the following courses:

17 (1) Three years of language arts.

18 (2) Two years of writing intensive courses, one of
19 which must be English and the other of which may be English
20 or any other subject. When applicable, writing-intensive
21 courses may be counted towards the fulfillment of other
22 graduation requirements.

23 (3) Three years of mathematics, one of which must be
24 Algebra I and one of which must include geometry content.

25 (4) One year of science.

26 (5) Two years of social studies, of which at least one

1 year must be history of the United States or a combination
2 of history of the United States and American government.

3 (6) One year chosen from (A) music, (B) art, (C)
4 foreign language, which shall be deemed to include American
5 Sign Language, or (D) vocational education.

6 (d) As a prerequisite to receiving a high school diploma,
7 each pupil entering the 9th grade in the 2007-2008 school year
8 must, in addition to other course requirements, successfully
9 complete all of the following courses:

10 (1) Three years of language arts.

11 (2) Two years of writing intensive courses, one of
12 which must be English and the other of which may be English
13 or any other subject. When applicable, writing-intensive
14 courses may be counted towards the fulfillment of other
15 graduation requirements.

16 (3) Three years of mathematics, one of which must be
17 Algebra I and one of which must include geometry content.

18 (4) Two years of science.

19 (5) Two years of social studies, of which at least one
20 year must be history of the United States or a combination
21 of history of the United States and American government.

22 (6) One year chosen from (A) music, (B) art, (C)
23 foreign language, which shall be deemed to include American
24 Sign Language, or (D) vocational education.

25 (e) As a prerequisite to receiving a high school diploma,
26 each pupil entering the 9th grade in the 2008-2009 school year

1 through the 2016-2017 ~~or a subsequent~~ school year must, in
2 addition to other course requirements, successfully complete
3 all of the following courses:

4 (1) Four years of language arts.

5 (2) Two years of writing intensive courses, one of
6 which must be English and the other of which may be English
7 or any other subject. When applicable, writing-intensive
8 courses may be counted towards the fulfillment of other
9 graduation requirements.

10 (3) Three years of mathematics, one of which must be
11 Algebra I, one of which must include geometry content, and
12 one of which may be an Advanced Placement computer science
13 course if the pupil successfully completes Algebra II or an
14 integrated mathematics course with Algebra II content.

15 (4) Two years of science.

16 (5) Two years of social studies, of which at least one
17 year must be history of the United States or a combination
18 of history of the United States and American government.

19 (6) One year chosen from (A) music, (B) art, (C)
20 foreign language, which shall be deemed to include American
21 Sign Language, or (D) vocational education.

22 (e-5) As a prerequisite to receiving a high school diploma,
23 each pupil entering the 9th grade in the 2017-2018 school year
24 or a subsequent school year must successfully complete the
25 requirements established by administrative rules adopted
26 pursuant to the Postsecondary and Workforce Readiness Act.

1 (f) The State Board of Education shall develop and inform
2 school districts of standards for writing-intensive
3 coursework.

4 (f-5) If a school district offers an Advanced Placement
5 computer science course to high school students, then the
6 school board must designate that course as equivalent to a high
7 school mathematics course and must denote on the student's
8 transcript that the Advanced Placement computer science course
9 qualifies as a mathematics-based, quantitative course for
10 students in accordance with subdivision (3) of subsection (e)
11 of this Section.

12 (g) This amendatory Act of 1983 does not apply to pupils
13 entering the 9th grade in 1983-1984 school year and prior
14 school years or to students with disabilities whose course of
15 study is determined by an individualized education program.

16 This amendatory Act of the 94th General Assembly does not
17 apply to pupils entering the 9th grade in the 2004-2005 school
18 year or a prior school year or to students with disabilities
19 whose course of study is determined by an individualized
20 education program.

21 (h) The provisions of this Section are subject to the
22 provisions of Section 27-22.05.

23 (Source: P.A. 98-885, eff. 8-15-14.)

24 Section 99. Effective date. This Act takes effect upon
25 becoming law.